

RESOURCE
BOOKS FOR
TEACHERS

牛津英语教师宝库

series editor
ALAN MALEY

CLASSROOM DYNAMICS

原著 Jill Hadfield

导读 顾兆立

课堂活力

华东师范大学出版社
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牛津英语教师宝库

RESOURCE BOOKS FOR TEACHERS

课堂活力

CLASSROOM DYNAMICS

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《牛津英语教师宝库》合作版前言

《牛津英语教师宝库》(Resource Books For Teachers)是英国牛津大学出版社 90 年代的优秀选题。它荟萃近年来国际上英语教学与研究领域的精华,以课堂教学为主线,围绕“如何上好英语课”这个问题,为广大英语教师提供宽广的思路和实例型的参考。

《牛津英语教师宝库》至今已出版 20 余册,每册一般研讨一个主题或一个教学侧面。数十名具有多国英语教学经验的优秀教师组成实力雄厚的作者群体;国际知名英语教学专家 Alan Maley 担任丛书主编。丛书遵循一系列科学清新的外语教学原则,但每一册又充分展现各自独特的风格与个性。《牛津英语教师宝库》旨在成为教师能直接汲取教学知识的资源。

这套《牛津英语教师宝库》(合作版)幸运地诞生在中国英语教育事业蓬勃发展的年代。随着改革与开放的深入,在中国广阔土地上的各级各类学校中,英语学科充满生机与活力,教学成就令世人瞩目。人们高兴地注意到,在当今中国学校里,越来越多的英语教师正在迈向新的目标与高度。他们在完成日常教学工作的同时,十分注重自身专业素质的提高,积极投身于教学研究以及各方面的进修与学习。毫无疑问,这种发生在无数英语教师身上的深刻变化预示着中国英语教学改革更加辉煌的明天;同时也呼唤国际同行之间更多的交流与合作。时代的脉搏使牛津大学出版社深深感受到《牛津英语教师宝库》与中国英语教师之间的呼应与联系。

1997 年秋,牛津大学出版社与华东师范大学出版社开始酝酿关于《牛津英语教师宝库》的项目合作。在中国教育领导部门的热情关怀下,项目评估工作迅速展开。由北京师范大学、上海师范大学、上海教育学院、上海市卢湾区教育学院、复

旦大学、上海外国语大学以及华东师范大学等高校教师组成的专家小组提出了十分中肯宝贵的意见。在此基础上,两社商定从《牛津英语教师宝库》丛书中选择若干课题,邀请国内英语教学专家撰写中文导读,努力使合作版作品切合中国中小学英语教学改革的实际需要。

首批推出的五个选题均针对基础阶段的课堂英语教学,因为这些课题也正是广大中小学英语教师实践与探索之中的问题。各本著作都含有相当数量参考价值较高的课堂活动介绍;同时,每本著作中的一系列活动又较集中地体现作者某一方面的教学观念和革新意识。前者是教学的表现模式,后者是起指导作用的内核。两者相辅相成,同等重要。

在五本著作之中,《以学生为主体的英语教学》和《课堂活力》两书中的篇章比较典型地反映出作者关于如何建设新型的师生关系、如何根据学生需要更新教学内容以及如何精心培育课堂气氛等主题的思考;而《文化意识》一书又通过揭示“文化”与“语言习得”之间密不可分的内在联系,引导教师探究提高英语教学水平的新途径。年幼学生具有明显的心理和学习特征,《少年儿童英语教学》和《讲故事 教英语》两书的作者则从发展少年儿童身心和学习能力的高度去认识少年儿童英语教学的奥秘,并以自己成功的实践经验与广大教师分享要领与技能。

导读撰写工作是合作项目中的一个中心环节。两社发挥联合优势,努力创造有效形式服务读者。在保持原作整体精神和篇章本意的前提下,合作版作品在原文前言、引论、使用建议和章节之前增加了用简短的汉语撰写的“篇章介绍”,同时从中国英语教学实际需要的视角,提供了一些“阅读参考”和“导读意见”。两社衷心希望,这一尝试将对广大教师有所启迪,有所帮助。

当前社会上有关英语教学理论和实践的书籍品种繁多。但是,《牛津英语教师宝库》类型的以各式具体教学方案为主的英语原版著作尚不多见。除了作品内容方面的价值,就《牛

《牛津英语教师宝库》的英语语言质量而言,入选课题的原作本身也不愧为一套优秀的进修教材。

愿合作版《牛津英语教师宝库》真正成为广大教师的挚友。

华东师范大学出版社
牛津大学出版社

The author and series editor

Jill Hadfield has worked as a teacher and teacher-trainer at Bordeaux University in France, at Central China Agricultural University on a World Bank Project run by Bell Educational Trust, at Tibet University on a British Council project, and most recently in Madagascar on a British Council/ODA project where she was responsible for designing materials for and training teacher-trainers. Back in Britain, she works in the EFL section at South Devon College of Arts and Technology. She is the author of *Elementary Communication Games*, *Intermediate Communication Games*, *Advanced Communication Games* and *Reading Games*, and the co-author with her husband, Charlie, of *Writing in English 3*, *Writing Games*, and two travel books: *Watching the Dragon* and *A Winter in Tibet*. She has also published a novel: *Postcards from Babel* (1991).

Alan Maley worked for The British Council from 1962 to 1988, serving as English Language Officer in Yugoslavia, Ghana, Italy, France, and China, and as Regional Representative in South India (Madras). From 1988 to 1993 he was Director-General of the Bell Educational Trust, Cambridge. He is currently Senior Fellow in the Department of English Language and Literature of the National University of Singapore. He has written *Literature*, in this series, *Beyond Words*, *Sounds Interesting*, *Sounds Intriguing*, *Words*, *Variations on a Theme*, and *Drama Techniques in Language Learning* (all with Alan Duff), *The Mind's Eye* (with Françoise Grellet and Alan Duff), *Learning to Listen* and *Poem into Poem* (with Sandra Moulding), and *Short and Sweet*. He is also Series Editor for the Oxford Supplementary Skills series.

导 读 前 言

篇章介绍

《课堂活力》主要讨论教学中一个很重要的问题——课堂气氛。它能为外语的教与学创造良好的条件。

本书作者认为,良好的学习氛围能对学习者的精神面貌、学习动机和自我形象产生有利的影响。作者在分析了成功的学习群体和不成功的学习群体的不同特点的基础上,介绍了一系列生动活泼的活动方式,培养学习者对自己和对班级的信心以及相互信任、为他人着想等学习中应有的良好品德。

丛书主编认为许多教师比较善于在班级刚成立时运用一些热身活动活跃气氛。本书与众不同,对班级在学习的全过程均给予关注。书中的活动,大部分是在班级成立后和学习活动中,为了保持班级的活力而设计的。最后还提到,在学业结束时,还要组织一些活动,防止学生群体解散后可能出现的倒退现象。

丛书主编还认为,由于本书作者有丰富的实践经验,所推荐的活动和对其的评论都较实在,并且可鉴可行。

Foreword

This book tackles that most elusive, yet crucial, of factors in classrooms—the ‘atmosphere’. Why does one group ‘gel’ while another gives off ‘bad vibes’? We all know that if the atmosphere, the ‘feel’ is right, learning is facilitated.

As the author says, ‘a positive group atmosphere can have a beneficial effect on the morale, motivation, and self-image of its members, and thus significantly affect their learning, by developing in them a positive attitude to the language being learned, to the learning process, and to themselves as learners’ (page 14).

But can something so intangible and insubstantial as an ‘atmosphere’ be created? This book is an attempt to show that it can.

The author begins by analysing what characterizes successful and unsuccessful groups. She goes on to offer a range of activities to develop such positive characteristics as mutual trust, confidence in self and in the group, empathy within the group, and the building of a group identity.

Many teachers will be familiar with ‘warmers’ and other activities designed to facilitate group formation. The originality of this book lies in its attention to the group process throughout the lifetime of the group. By far the majority of the activities are designed to sustain the life of the group after it is up and running. There are also suggestions for preparing students for the end of the group experience to avoid the sometimes painful withdrawal symptoms which follow the disbanding of a tightly-knit learning community.

The activities and comments are always practicable and are clearly based on the author’s long and varied experience (from Torquay to Tibet!). She makes no great theoretical claims but the whole book is infused with two rare qualities—common sense, and good-humoured kindness. Teachers at all levels will find it invaluable.

Alan Maley